Reading and Mathematics
Diagnostic (Grades K–8)
Instruction (Grades K–6)

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Online Reports

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2/12 5K
13405.0

For system requirements, please visit **i-Ready.com/Support/i-ReadySystemRequirements.pdf**

What is i-Ready™ Diagnostic and Instruction?

This powerful web-based program finds your students' challenges and addresses them—it's all you need to get students back up to grade level.

Diagnostic

Screens all students and pinpoints needs down to the sub-skill level

Instruction

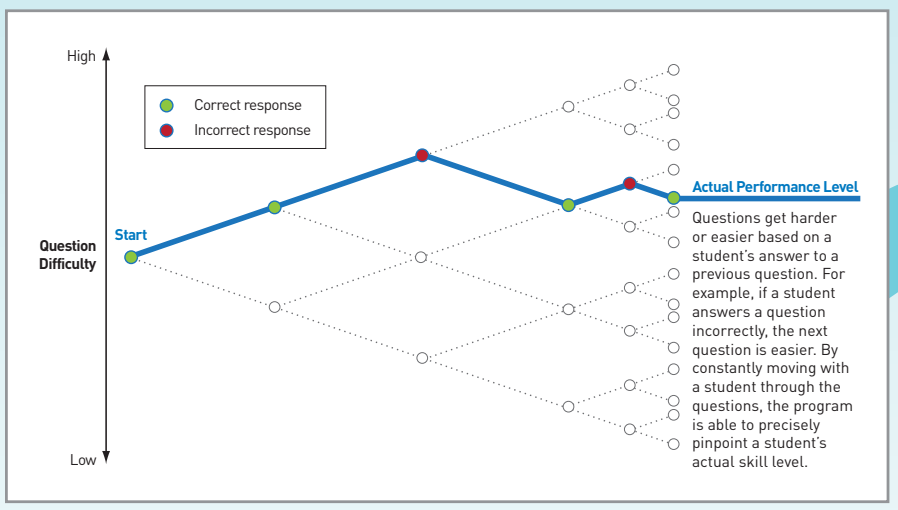
Provides an action plan for teachers and delivers automated, individualized instruction online

Progress Monitoring

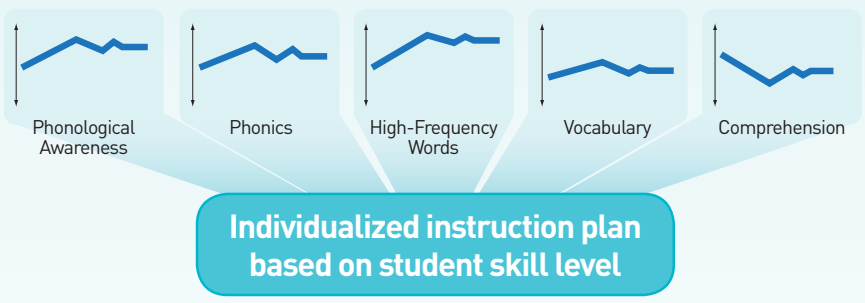
Monitors progress for each student, class, grade, school, and district

Reading and Math Diagnostic

Grades K–8

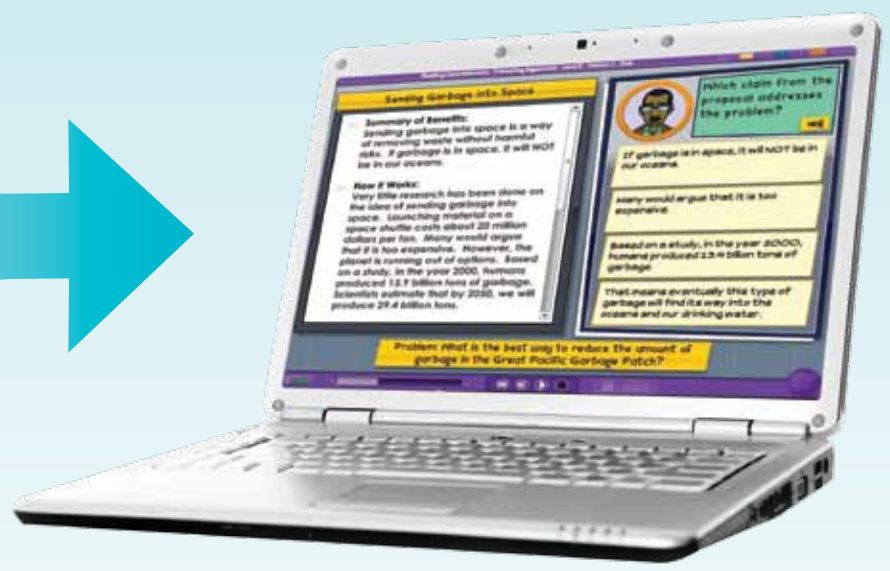


Questions get harder or easier based on a student's answer to a previous question. For example, if a student answers a question incorrectly, the next question is easier. By constantly moving with a student through the questions, the program is able to precisely pinpoint a student's actual skill level.



Reading and Math Instruction

Grades K–6

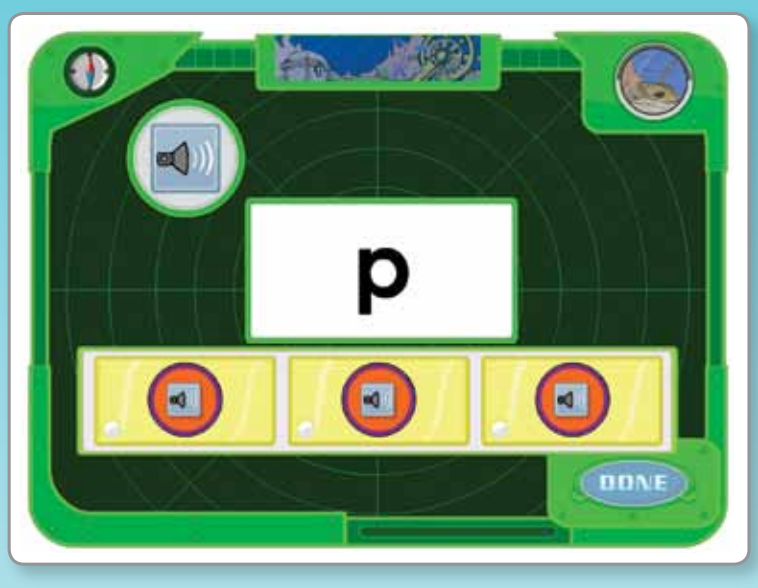


- Built specifically to address **Common Core State Standards**
- Screens all your students and helps place them in **RTI tiers**
- Gets to **the root cause** of student challenges
- Provides **automated differentiated instruction**
- Consistent approach using explicit, direct instruction, guided practice, and **embedded progress monitoring**
- Actively involves students in the learning process

READING

Sample Diagnostic Items

Level K – Phonics

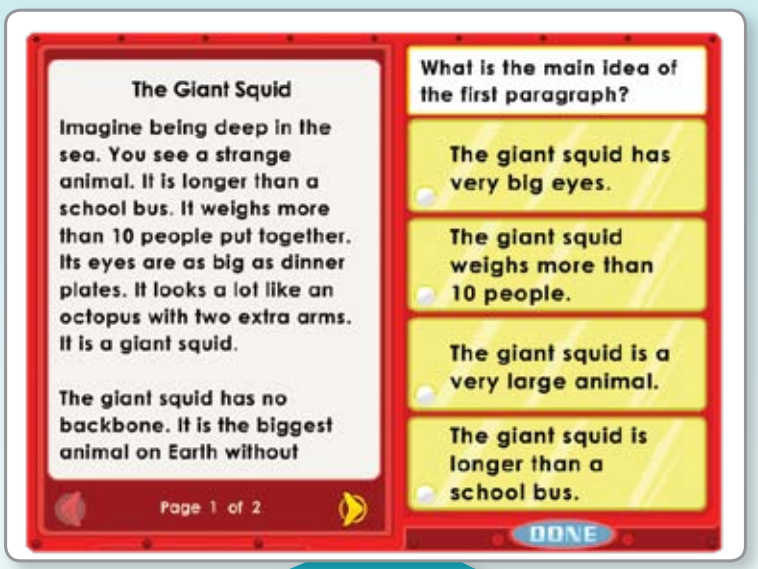


Note: The following directions are automatically read aloud to students at this grade level. “Look at the letter. Which sound does the letter stand for?” Students can then roll over the speaker icons to hear the following answer choices:

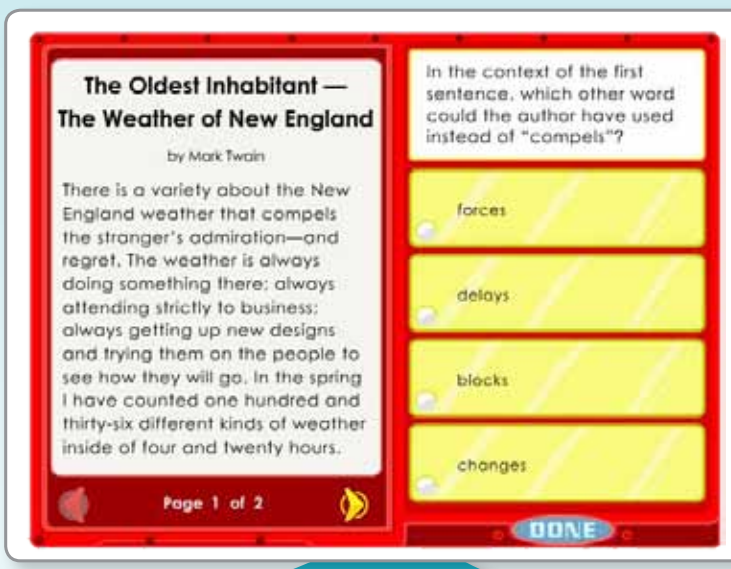
- /p/
- /t/
- /ạ/

Level 5 – Vocabulary

Level 2 – Reading Comprehension



Level 7 – Reading Comprehension



Full Passage
(Informational Text)

The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without a backbone. Two of its arms are longer than the others. Its longest arms are used to capture food. They wrap around a fish, trapping it. Then its beak-like mouth pulls the food apart.

Full Passage
(Literature)

The Oldest Inhabitant - The Weather of New England

by Mark Twain

There is a variety about the New England weather that compels the stranger’s admiration – and regret. The weather is always doing something there; always attending strictly to business; always getting up new designs and trying them on the people to see how they will go. In the spring I have counted one hundred and thirty-six different kinds of weather inside four and twenty hours.

Mind, in this speech I have been trying merely to do honor to the New England weather. We should credit the weather with one feature – the ice storm – when a leafless tree is clothed with ice from the bottom to the top – ice that is as bright and clear as crystal; when every bough and twig is strung with ice beads, frozen dewdrops, and the whole tree sparkles, cold and white, like the Shah of Persia’s diamond plume.

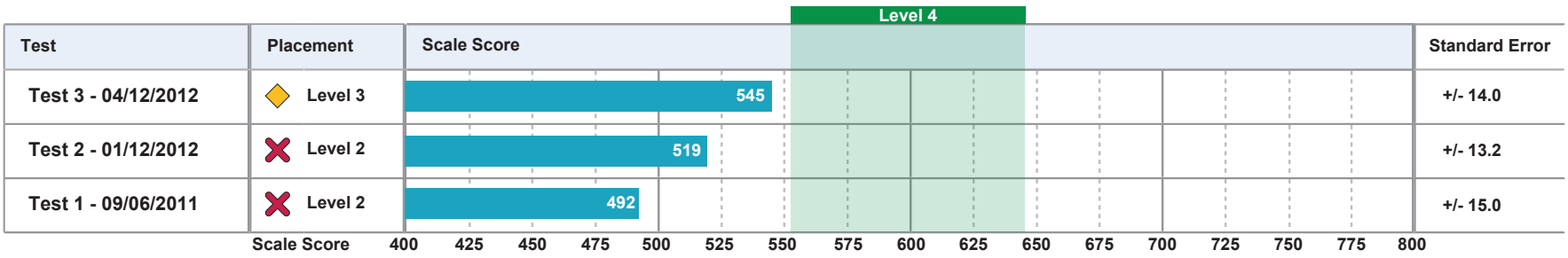
READING

Student Profile

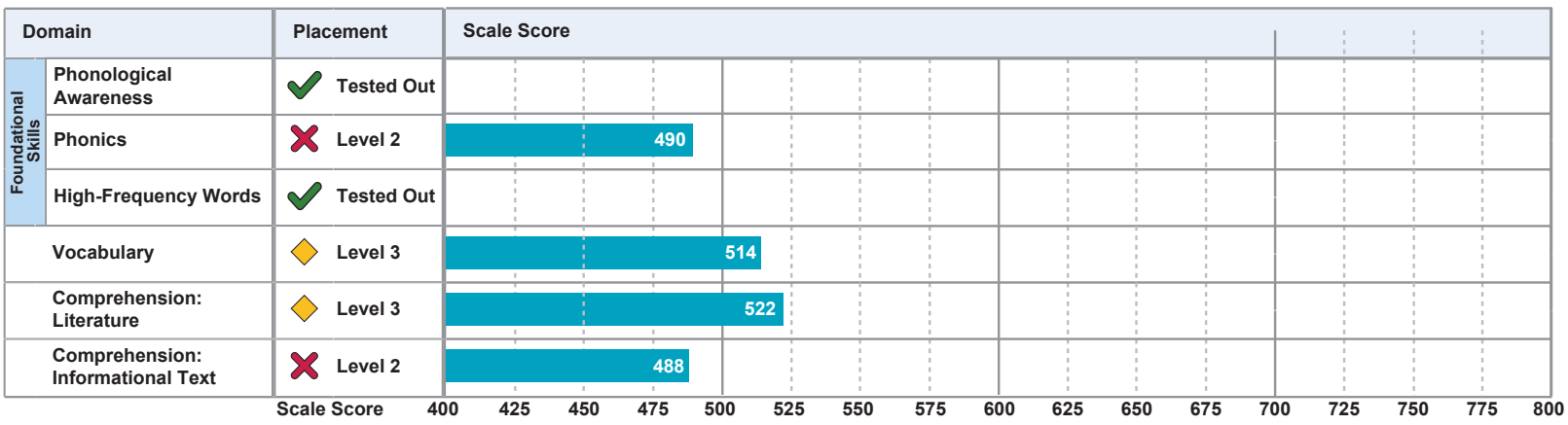
Stefanie Boll – Reading – Grade 4

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below



Detail for Test 1 09/06/2011



	Placement	
Overall Reading Performance	✘ **Level 2**	Results indicate that Stefanie has not acquired fundamental decoding skills and needs instruction in Phonics. Vocabulary is another cause for concern. This score indicates that the student has gaps in grade-level word knowledge that also need to be addressed. Taken together, this information places Stefanie in Instructional Grouping Profile 1.
Foundational Skills: **Phonological Awareness**	✔ **Tested Out**	This domain is used on how children distinguish the sources (or phonemes) in spoken words. Based on testing results, Stefanie has demonstrated the ability to distinguish individual sources in spoken words and is exempt from taking the Phonological Awareness subtest.
Foundational Skills: **Phonics**	✘ **Level 2**	This domain focuses on how accurately students decode written words. Stefanie needs instruction and practice in decoding regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables. Max Score: Above Level 3
Foundational Skills: **High-Frequency Words**	✔ **Tested Out**	This domain addresses how well students recognize frequently occurring words. Stefanie has demonstrated accuracy and is exempt from taking this subtest. Max Score: Above Level 2
Vocabulary	◆ **Level 3**	Both word knowledge and word-learning strategies are addressed in this domain. Stefanie needs instruction and practice in the vocabulary typical of third-grade literature as well as science and social studies texts at that level. This student is also ready for instruction and practice with prefixes *in-, dis-, mis-, non-*.
Comprehension: Literature	◆ **Level 3**	This domain addresses Stefanie´s understanding of literary text. Results indicate that Stefanie needs instruction in Level 3 literary skills and strategies such as analyzing characters. Encourage the student to read in a wide variety of literary genres, including fantasy and realistic fiction. Stefanie should also be reading fairy tales, fables, folktales, and myths.
Comprehension: Informational Text	✘ **Level 2**	This domain addresses Stefanie´s understanding of informational text. Results indicate that Stefanie needs instruction in Level 2 informational skills and strategies such as identifying the author's purpose or point of view. Encourage the student to retell facts and ideas.

READING

Student Profile

Phonics Detail

Stefanie Boll – Reading – Grade 4

Domain	Placement	Scale Score
Phonics	✕ Level 2	490

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Phonics Skills

This subtest measures how accurately students decode written words, or match sounds to letters. The CCSS emphasize the importance of differentiated instruction in Phonics, as well as other foundational skills. This subtest is designed to identify which Phonics skills a student already knows and which skills need targeted instruction.

What Stefanie Can Do

Results indicate that Stefanie can likely do the skills shown below.

- CC **Recognize regularly spelled one-syllable words.** Match spoken and written CVC words and CCVC words beginning with *l*-blends and *r*-blends.
- CC **Recognize regularly spelled one-syllable words.** Match spoken and written words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).
- CC **Demonstrate basic knowledge of common vowel team conventions.** Match spoken and written words with long vowel digraphs: *ai, ay, ee, ea, igh, oa, ow* (*grow*),*ew* (*few*).
- CC **Recognize words with inflectional endings.** Match spoken and written words with common inflectional endings, such as *-es, -ies, - ed, -ing,* that include spelling changes.
- CC **Recognize words with inflectional endings.** Match spoken and written words with common inflectional endings, such as *-s, -es, -ed, -ing,* that don't include spelling changes.

Next Steps for Instruction

Results indicate that Stefanie will benefit from instruction and practice in the skills shown below.

Sort two-syllable words with long vowels. Teach or review open syllables, vowel pair syllables, and CVCe syllables. Ask Stefanie and other students to help you do a word sort using words with these patterns.

Provide additional practice with long and short vowels in one-syllable words. Review long and short vowels. Use word sorts to reinforce and extend understanding of long and short vowels in one-syllable words.

Teach decoding words with vowel digraphs and dipthongs.
- Do a word sort based on words with these common vowel teams: *oo, ou, ow, oy, oi, ie, aw, au*.
- Have students suggest words for each group.
- After sorting, have students blend and read each word in each group.

Teach counting syllables. Provide instruction and practice in identifying the syllable boundaries of two-syllable words. Have Stefanie identify the number of syllables in words such as *baby, salmon, basket, bacon, pilot, mistake.*

Phonics Tools for Instruction

In Resources Tab Until Summer 2012

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RESOURCE	ROUTINE
Decode Words with Short Vowels	Long Vowel Words with Final e	Words with Long Vowel Digraphs	Identify and Count Syllables	Two-Syallable Words with Short Vowels	Identify Words with Long Vowel Syllable Types
Preview	Preview	Preview	Preview	Preview	Preview

If you have this product...	Use...
Phonics for Reading	**Second Level** Lessons 13-20

Learn More

READING

Tools for Instruction

i-Ready Tools for Instruction

Identify Long Vowel Syllable Types

Proficient readers naturally chunk words by familiar syllable patterns. Developing readers learn to attend to patterns of vowels and consonants in order to find likely syllable boundaries. They decode a new word, syllable by syllable, and then blend the syllables into a word, trying for an approximate pronunciation that leads them to a word they have heard before. Using familiar vowel and syllable patterns can help students read longer words. For each of the following activities, select words from the word lists **Two-Syllable Words with Long Vowels** (page 3) that are appropriate for your students.

Two Ways to Teach

Long Vow

- Display

canteen

- Point to
  or *C*. Poi
  after the
- Have stu
  Then sa
- Have stu
  syllable
- Display
- Have stu
  end the

com/ple

- Togethe
  of each

www.i-ready.co

i-Ready Tools for Instruction

Words with Vowel Diphthongs and Digraphs

Two vowel letters that spell a single sound are called a digraph. Vowel digraphs include *oi* and *oy* /oi/ as in *boil* and *boy,* and *ow* and *ou* /ou/ as in *cow* and *out*. (The sounds /oi/ and /ou/ are commonly called diphthongs. A diphthong is a speech sound in which a first vowel sound glides into a second.) Other vowel digraphs are *aw* and *au* /ô/ as in *saw* and *haul,* and *ew* and *oo* /o͞o/ as in *flew* and *too*. Developing readers need to build digraph-sound associations so that when they see a digraph, they can decode it quickly and with confidence.

Step By Step 20–30 minutes

1 Introduce a vowel digraph.

- Review that two vowel letters together may spell one sound. Display a familiar long-vowel digraph, such as *ai* in *main* or *ee* in *free*. Say the vowel sound, and ask students to give its two-letter spelling.
- Display a new target digraph, name the letters in the digraph, and say its sound. Display a word that contains the digraph. Read the word and discuss its meaning with students. Then make a list of words that contain the digraph, using students' suggestions if possible. Underline the shared vowel digraph spelling in each word.

  Display the digraph *oy*. Say, *Both* o *and* y *together make the sound* /oi/. Display *toy*. Say, *Let's read this word together,* toy. *A toy is something to play with. Can you help me write some more words that have* o-y *and* /oi/ *at the end?* (b*oy*, j*oy*, R*oy*, s*oy*, ann*oy*)

- Read the list of words together and discuss the meaning of each word.

2 Model decoding words with a vowel digraph.

- Display words with the target digraph, one at a time. Use the word list **Words with Diphthongs and Digraphs** (page 3) to select words that are appropriate for your students.
- Point to the vowels in the digraph as you name the letters and say the sound.
- Run your finger under a single-syllable word, from left to right, as you say the whole word naturally. If the word has more than one syllable, scoop your finger under each syllable as you say it.
- Use the word in an oral sentence to show its meaning.
- Say the word again and have students repeat it.

3 Provide practice with decoding.

- Display words with the target digraph, such as *soy, coy,* or *enjoy,* one at a time.
- Have students name the two vowel letters and say the sound.
- Run your finger under the word, from left to right, as students blend the sounds or the syllables.
- Ask, *What is the word? Can you show or tell what the word means?*

READING

Common Core State Standards

Common Core State Standards for English Language Arts

Grade 2		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.2.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓	✓
LA.2.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	✓	✓
LA.2.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.	✓	✓
LA.2.RF.2.3.d	Decode words with common prefixes and suffixes.		✓
LA.2.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	✓	✓
Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
LA.2.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
LA.2.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		✓
LA.2.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		

Grade 3		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.		✓
LA.3.RF.3.3.b	Decode words with common Latin suffixes.		✓
LA.3.RF.3.3.c	Decode multisyllable words.		✓
LA.3.RF.3.3.d	Read grade-appropriate irregularly spelled words.	✓	
Language: Vocabulary Acquisition and Use. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Demonstrate understanding of word relationships and nuances in word meanings.			
LA.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		✓
LA.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		

Grade 4		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓
Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character´s thoughts, words, or actions).		
Reading: Literature: Craft and Structure. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
Reading: Informational Text: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		

Click to access aligned i-Ready skills

READING

Class Profile

Mrs. Thompson's Grade 4 Reading Class

Performance by Student

Number of Students Assessed: 19
Total Number of Students: 25

On or Above Level · 1 Level Below · 2 or More Levels Below

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Chavez, Avis	648	Level 5	Tested Out	Max Score	Tested Out	Level 2	Mid 4	Level 2
DelRosario, Naomi	637	Late 4	Tested Out	Max Score	Tested Out	Level 5	Level 3	Level 3
Ishikawa, Lakisha	614	Late 4	Tested Out	Max Score	Tested Out	Late 4	Early 4	Early 4
Byrd, Diedre	601	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Early 4	Early 4
Herrera, Patty	590	Mid 4	Tested Out	Max Score	Tested Out	Late 4	Mid 4	Early 4
Campbell, Jorge	586	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Late 4	Mid 4
Hernandez, Heath	581	Early 4	Tested Out	Max Score	Tested Out	Late 4	Early 4	Late 4
Miller, Leigh	564	Early 4	Tested Out	Max Score	Tested Out	Late 4	Mid 4	Early 4
Frasier, Ian	541	Level 3	Tested Out	Max Score	Tested Out	Level 5	Level 3	Level 3
Fussell, Tameka	540	Level 3	Tested Out	Max Score	Tested Out	Late 4	Level 3	Level 3
Alford, Tonia	538	Level 3	Tested Out	Level 3	Tested Out	Level 2	Level 3	Level 3
Chambers, Jerri	537	Level 3	Tested Out	Max Score	Tested Out	Level 2	Level 3	Level 3
Ackles, Ben	532	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Burt, Blaine	503	Level 3	Tested Out	Level 2	Tested Out	Level 3	Level 2	Level 2
Good, Cary	496	Level 2	Tested Out	Max Score	Tested Out	Late 4	Level 2	Level 2
Boll, Stefanie	492	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 3	Level 2
Bridger, Gordon	490	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 3	Level 3
Burris, Yash	468	Level 2	Tested Out	Level 2	Tested Out	Level 1	Level 3	Level 2
Gonzalez, Tia	458	Level 2	Tested Out	Max Score	Tested Out	Late 4	Level 2	Level 2

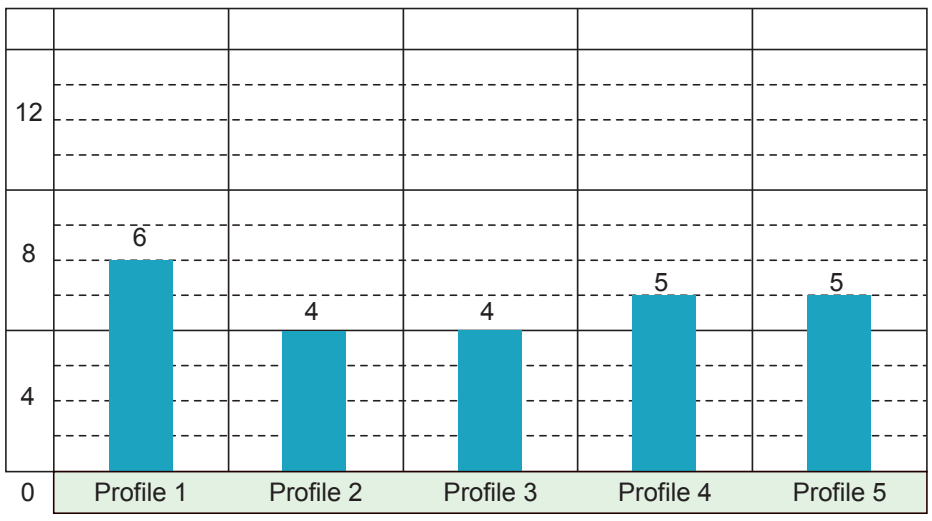
READING

Instructional Grouping

Mrs. Thompson's Grade 4 Reading Class

Profile Overview

24 out of 24 Students Tested in (Window 1 - 08/15/2011 - 12/31/2011)



Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension on or above level

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Ackles, Ben	Blumberg, David	Byrd, Diedre	DelRosario, Naomi	Hernandez, Heath
Alford, Tonia	Linton, Dylan	Campbell, Jorge	Frasier, Ian	Herrera, Patty
Boll, Stefanie	Nokes, Maggie	Chambers, Jerri	Fussell, Tameka	Ishikawa, Lakisha
Bridger, Gordon	Rice, Jeff	Chavez, Avis	Gonzalez, Tia	Miller, Leigh
Burris, Yash			Good, Cary	Mitchell, Benny
Burt, Blaine				

READING

Instructional Grouping

Profile 1 Detail (Page 1 of 2)

Window 1 - 08/01/2011 - 12/31/2011

Priorities for Profile 1

Phonics
Students in this profile are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small-group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.

Vocabulary
These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small-group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension on or above level

Students in Profile 1

	Overall Scale Score	Overall Placement	Needs Analysis: Phonics	Needs Analysis: Vocabulary
Alford, Tonia	538	Level 3	Level 3	Level 2
Ackles, Ben	532	Level 3	Level 3	Level 3
Burris, Yash	530	Level 3	Level 3	Level 3
Burt, Blaine	523	Level 3	Level 3	Level 3
Boll, Stefanie *	492	Level 2	Level 2	Level 3
Bridger, Gordon *	490	Level 2	Level 2	Level 3

* Students Needing Additional Differentiated Instruction	
Boll, Stefanie Bridger, Gordon	Results indicate that these students are considerably below level in Phonics. They will need more intensive instruction to develop decoding skills. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

Continued on next page

READING

Instructional Grouping

Profile 1 Detail (Page 2 of 2)

Window 1 - 08/01/2011 - 12/31/2011

Instructional Priorities for Profile 1

PHONICS

Focus on decoding longer words.

- Teach the meaning of common prefixes (*in-, dis-, mis-, non-, pre-, re-, un-*) and common suffixes (*-y, -ly, -ily, -er, -est, -ness, -ful, -less*).
- Teach decoding multisyllabic words with common prefixes and suffixes.
- Teach more complex vowel spellings, including distinguishing vowel pairs (*thief* vs. *science*), difficult vowel + /r/ sounds, and schwa + *l* or schwa + *n* sounds.
- Teach strategies for decoding longer words. Provide both guided and independent practice in applying these strategies.

Provide fluency practice.

- Create a word list of 10 to 12 three- and four-syllable words. Repeat the list five times, placing the words in random order each time. Have students practice reading the words aloud. Be sure to vary the list so students are reading words and not relying on memory.
- Provide opportunities for students to practice reading texts that match their skill level.

SUPPORT FOR ENGLISH LEARNERS

Nonnative speakers may struggle more obviously with Vocabulary, but if some of your English learners are in this profile, decoding is probably also an obstacle. Prioritize explicit Phonics instruction with these students, but don´t neglect oral language development. Support instruction with pictures and review the meaning of any unfamiliar words students are decoding.

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students´ vocabulary. Target in advance your words for instruction. Explain each targeted word in context. Use clear and simple language. Reread and discuss the same text on more than one day. Ask questions to prompt discussion about the meanings of these words, as well as about the text as a whole.

Teach high-utility academic language.

Focus on critical-thinking words used across a range of academic contexts.

- Teach multipurpose words that are useful for many academic tasks such as *associate, benefit, dialogue, dilemma, frequent, identify, indicate, method, occur, perspective, principle, require, revise, standard, structure,* and *theory.*
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What kinds of things occur on the school bus?" "What dialogue do you hear there?"

Teach meaningful word parts.

Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.

- Teach or review the meanings of these prefixes: *un-, re-, pre-, in-, dis-, mis-, non-.*
- Teach or review the meanings of these suffixes: *-ful, -less, -y, -ly, -ily, -er, -est, -ness.*
- Provide instruction and practice in base words and Greek and Latin root words.

SUPPORT FOR ENGLISH LEARNERS

Teach and reinforce all content-specific vocabulary as lessons take place. Discuss the concepts named by each word. Use age-appropriate visual supports to reinforce understanding. Be aware that general academic vocabulary (such as *while*, *likewise*, and *since*) is often more abstract and also requires direct instruction.

Profile 1 Tools for Instruction

In Resources Tab Until Summer 2012

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RESOURCE	ROUTINE
Decode Words with Short Vowels	Long Vowel Words with Final *e*	Words with Long Vowel Digraphs	Identify and Count Syllables	Two-Syallable Words with Short Vowels	Identify Words with Long Vowel Syllable Types
Preview	Preview	Preview	Preview	Preview	Preview

Profile 1 Tools for Instruction

If you have this product...	Use...
Phonics for Reading	**Second Level** all the lessons in this book **Third Level** all the lessons in this book

Learn More

READING

Automated Online Instruction

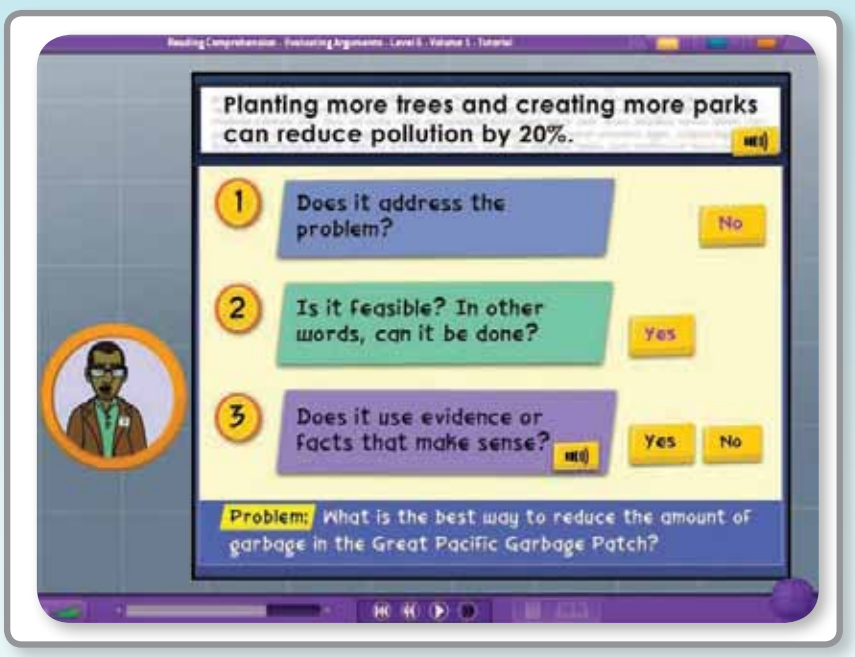
Sample lesson: Evaluating Arguments (Grade 6)

Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

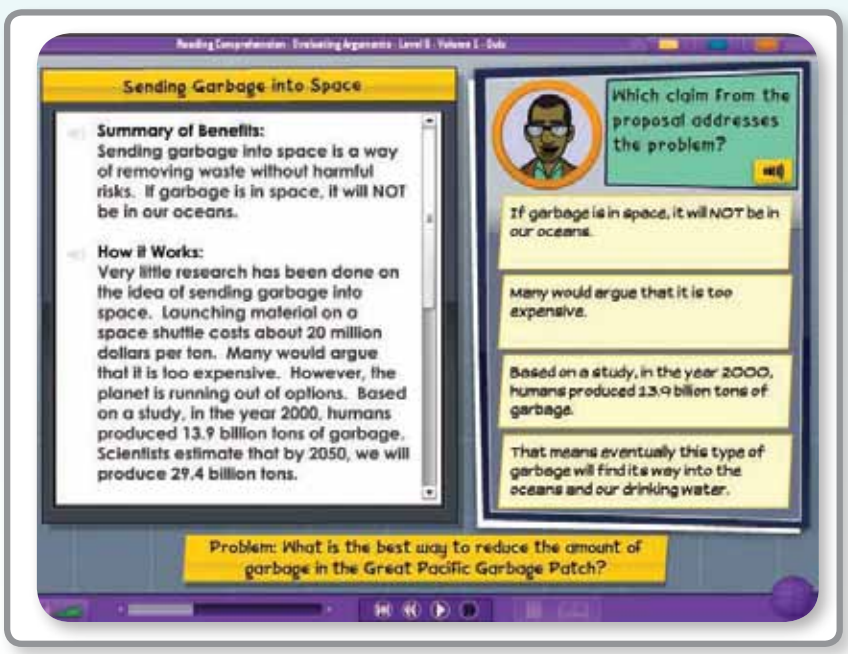
1. Explicit instruction

Skills are taught through engaging characters and real-world scenarios.



2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.



3. Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

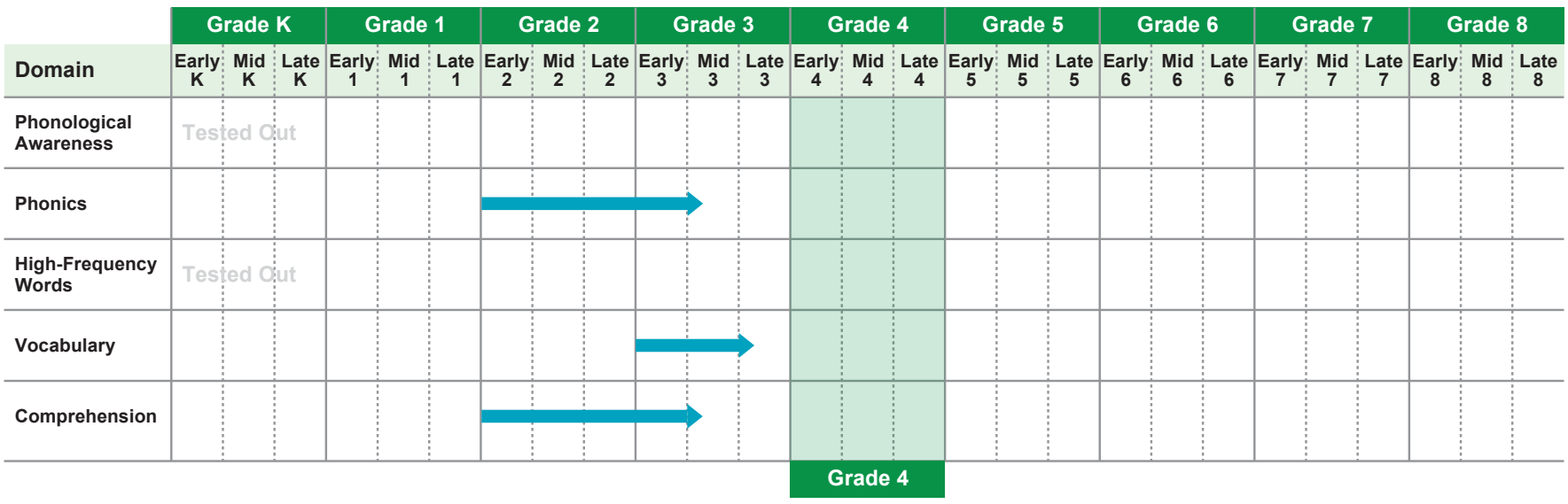
READING

Student Response to Instruction

Stefanie Boll - Grade 4

08/15/2011 - 05/31/2012

Progress Summary



Detail by Domain

	Lessons				
	Passed	Completed	Pass Rate	Time on Task	Domain Status
Overview	52	63	83%	20h 05m	
Phonological Awareness	No Activity				Off
Phonics	15	18	83%	05h 40m	On
High-Frequency Words	No Activity				Off
Vocabulary	20	25	80%	07h 45m	On
Comprehension	17	20	85%	06h 40m	On

Detail by Lesson

Phonics					
Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/5/12	**r-Controlled Vowels: eer** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. CC	Pass	83%	10m	
4/1/12	**Building Word Knowledge: 3** LA.3.L.3.5.a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CC	Pass	91%	20m	
3/30/12	**Diphthongs: oi, oy** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. CC	Pass	93%	19m	
3/29/12	**Diphthongs: oi, oy** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. CC	Fail	61%	18m	
3/28/12	**Diphthongs: ow, ou** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. CC	Pass	75%	17m	

Comprehension					
3/30/12	**Story Characters, Setting, and Plot** LA.1.RL.1.1 - Ask and answer questions about key details in a text. CC	Pass	90%	16m	
3/28/12	**Make Predictions**	Pass	88%	12m	

READING

Performance by Grade & Class

Harrington Elementary School

Subject: Reading

Grade K

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier GK	61%	39%	42%	19%	416	25	25
	24%	76%	12%	12%	366	25	25
Smith GK	70%	30%	50%	20%	410	30	30
	17%	83%	0%	17%	360	30	30
Walsh GK	60%	40%	44%	16%	413	25	25
	26%	74%	24%	2%	363	25	25

Grade 1

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky G1	50%	50%	40%	10%	451	10	18
	30%	70%	25%	5%	397	10	18
Marsh G1	63%	37%	33%	30%	459	25	25
	26%	75%	15%	10%	402	25	25
Nicholson G1	80%	10%	67%	23%	455	15	15
	50%	50%	40%	10%	411	15	15
Orem G1	60%	40%	30%	30%	454	16	16
	33%	67%	18%	15%	404	16	16

Grade 2

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Pierce G2	50%	50%	30%	20%	520	19	19
	27%	73%	17%	10%	480	19	19
Ritchie G2	71%	29%	64%	7%	525	34	34
	36%	64%	32%	4%	475	34	34
Ruwe G2	50%	50%	45%	5%	535	15	15
	40%	60%	37%	3%	485	15	15
Waldron G2	62%	38%	52%	10%	533	30	30
	15%	85%	8%	7%	483	30	30

Grade 3

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin G3	80%	20%	40%	40%	570	22	22
	30%	70%	15%	15%	520	22	22
McCarthy G3	70%	30%	40%	30%	573	18	18
	54%	46%	34%	20%	525	18	18
Thompson G3	67%	33%	30%	37%	576	29	29
	22%	78%	20%	2%	527	29	29
Paik G3	75%	25%	46%	29%	580	15	15
	25%	75%	13%	12%	530	15	15

READING

District Performance

Hayes-Schulman Consolidated District

Subject: Reading

All Schools

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	75%	25%	30%	45%	413	80	80
	43%	57%	30%	13%	363	80	80
Grade 1	80%	20%	40%	40%	462	100	100
	58%	42%	43%	15%	411	100	100
Grade 2	78%	22%	48%	30%	532	110	110
	60%	40%	60%	0%	482	110	110
Grade 3	79%	21%	34%	45%	579	100	100
	63%	37%	55%	8%	527	100	100
Grade 4	60%	40%	30%	30%	582	50	50
	28%	72%	27%	1%	530	50	50
Grade 5	62%	38%	30%	32%	632	60	60
	32%	68%	27%	5%	585	60	60
Grade 6	78%	32%	48%	30%	658	50	50
	53%	47%	50%	3%	607	50	50
Grade 7	74%	26%	44%	30%	663	70	70
	28%	72%	20%	8%	614	70	70
Grade 8	75%	25%	46%	29%	700	60	60
	32%	68%	22%	10%	650	60	60

Harrington Elementary School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	85%	15%	45%	40%	413	80	80
	43%	57%	30%	13%	363	80	80
Grade 1	83%	17%	40%	43%	462	74	74
	58%	42%	43%	15%	411	74	74
Grade 2	81%	19%	42%	39%	532	98	98
	60%	40%	60%	0%	482	98	98
Grade 3	82%	18%	40%	42%	579	84	84
	63%	37%	55%	8%	527	84	84
Grade 4	76%	24%	40%	36%	582	50	50
	28%	72%	27%	1%	530	50	50
Grade 5	74%	26%	34%	40%	632	60	60
	32%	68%	27%	5%	585	60	60

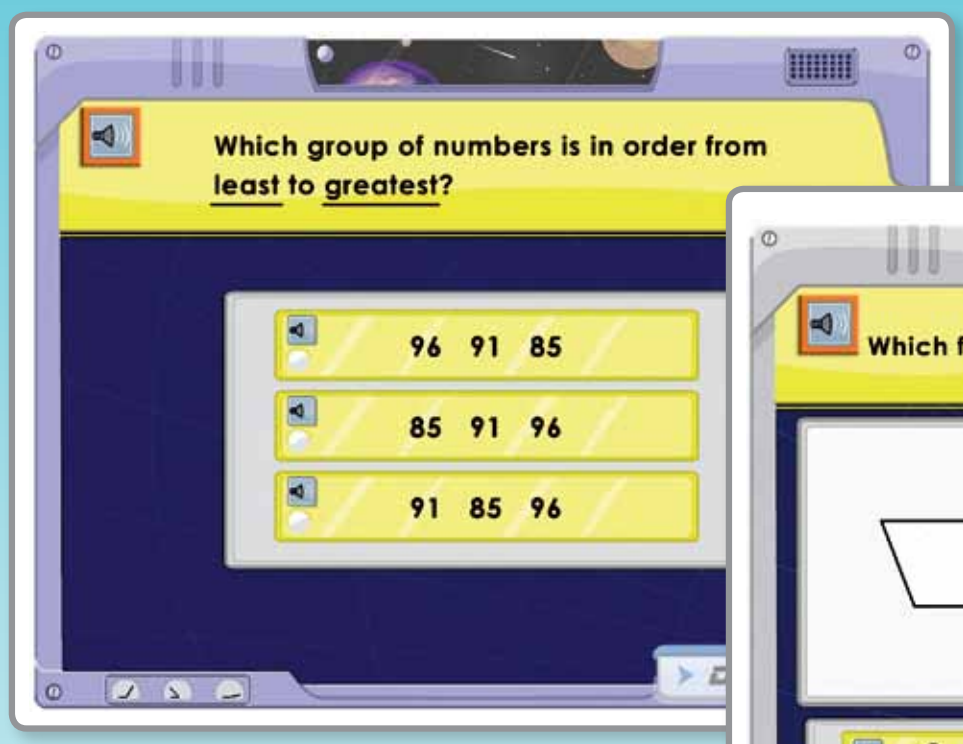
Lincoln Middle School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade 6	80%	20%	40%	40%	658	40	40
	53%	47%	50%	3%	607	40	40
Grade 7	83%	17%	43%	40%	663	80	80
	28%	72%	20%	8%	614	80	80
Grade 8	75%	25%	30%	45%	700	60	60
	32%	68%	22%	10%	650	60	60

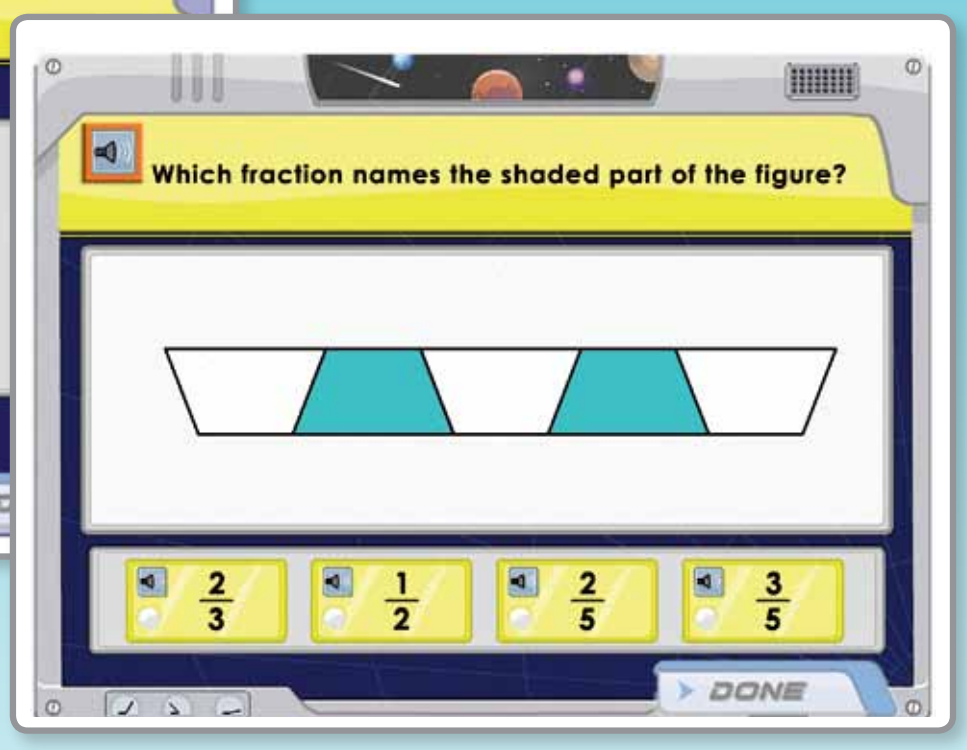
MATHEMATICS

Sample Diagnostic Items

Level 1 - Number and Operations

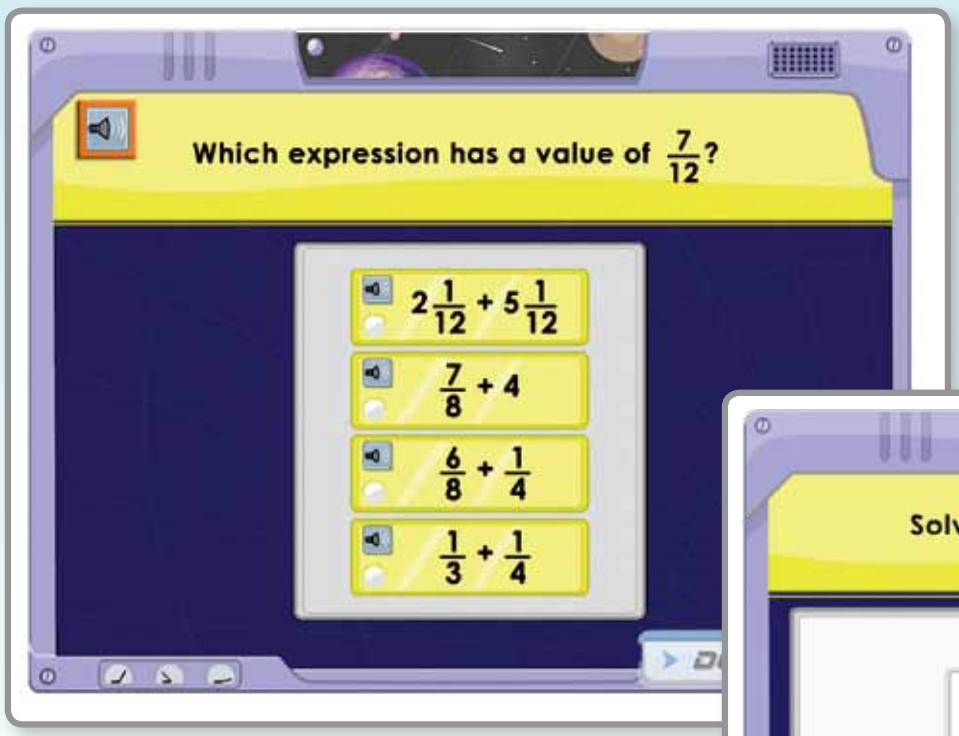


Level 3 - Number and Operations

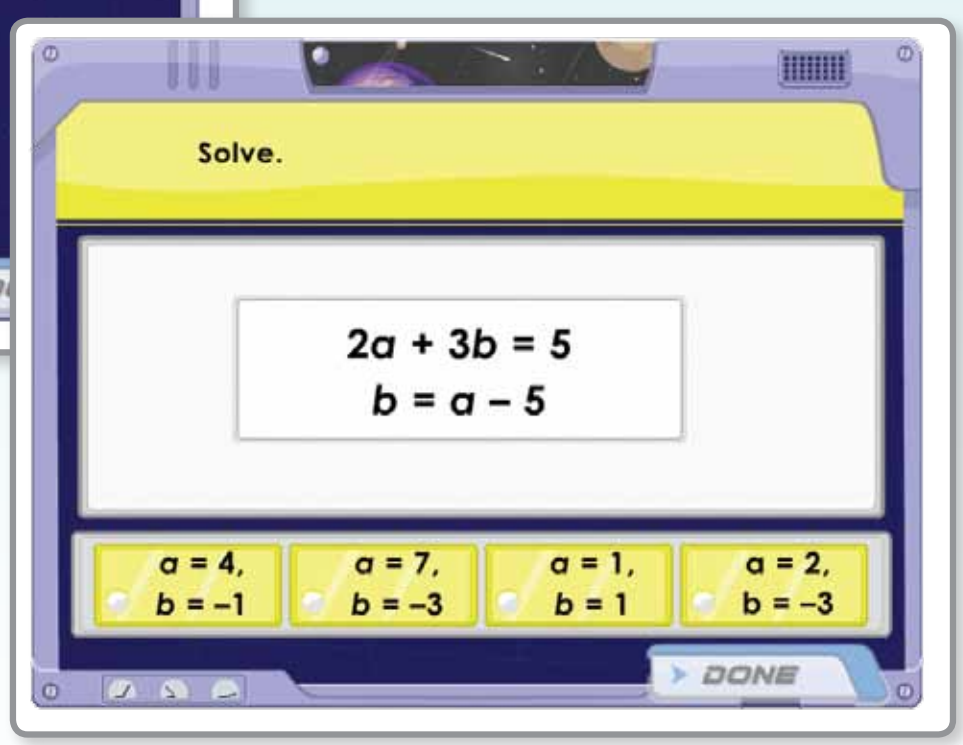


Audio is an available option for students in grades 1–5.

Level 6 - Algebra



Level 8 - Algebra



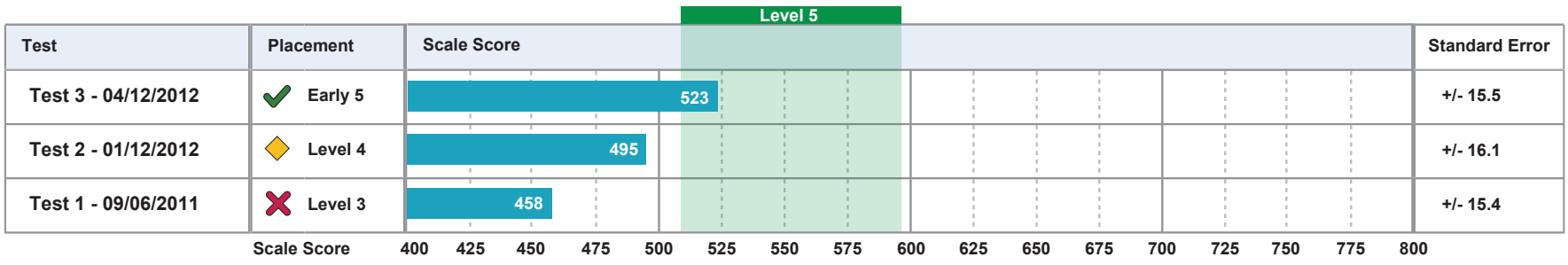
MATHEMATICS

Student Profile

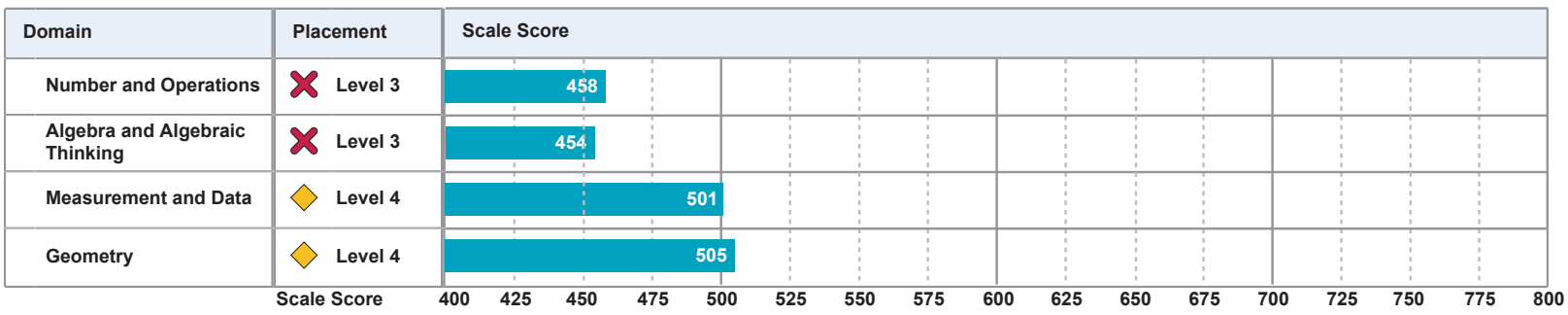
Tabitha Fernandez - Mathematics - Grade 5

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below



Detail for Test 1 09/06/2011



	Placement	Developmental Analysis
Overall Math Performance	✘ **Level 3**	Test results indicate that Tabitha would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Tabitha´s math abilities across domains. This priority places Tabitha in Instructional Grouping Profile 1.
Number and Operations	✘ **Level 3**	At levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tabitha could benefit from practice using place value to add within 1,000.
Algebra and Algebraic Thinking	✘ **Level 3**	At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factor pairs, and multiples, as well as numeric patterns. Test results indicate that Tabitha needs to develop a deeper understanding of the relationship between multiplication and division and apply this concept to solving word problems.
Measurement and Data	◆ **Level 4**	At levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting data on line plots and line graphs. Results indicate Tabitha may benefit from review of these topics.
Geometry	◆ **Level 4**	At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Results indicate Tabitha may benefit from review of these topics.

MATHEMATICS

Student Profile

Number and Operations Detail

Tabitha Fernandez – Mathematics – Grade 5

Test	Placement	Scale Score
Number and Operations	✗ Level 3	458

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation. In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Tabitha Can Do

Results indicate that Tabitha can likely do the skills shown below.

Base Ten

- CC Know multiplication facts through 9 x 9.

Fractions

- CC Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps for Instruction

Results indicate that Tabitha will benefit from instruction and practice in the skills shown below.

Base Ten
Know division facts through 81 ÷ 9.
Add multi-digit numbers.
Subtract multi-digit numbers.
Multiply two-digit numbers by one-digit numbers.

Fractions
Identify fractions shown on a number line.
Use models to find equivalent fractions.

Write equivalent fractions, including fractions in simplest form.
Express fractions with denominators of 10 or 100 as decimals.
Decompose a fraction into a sum of fractions with like denominators.
Add and subtract fractions with like denominators.

Tools for Instruction

In Resources Tab Until Summer 2012

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RESOURCE	ROUTINE
Know Division Facts	Add Multi-Digit Numbers	Subtract Multi-Digit Numbers	Multiply by One-Digit Numbers	Fractions on the Number Line	Find Equivalent Fractions
Preview	Preview	Preview	Preview	Preview	Preview

Number and Operations Tools for Instruction

If you have this product...	Use...
STAMS	**Level C** Lesson 2: Add and Subtract Lesson 7: Fact Families Lesson 8: Fraction Concepts Lesson 9: Model Equivalent Fractions **Level D** Lesson 3: Multiply by 1-Digit Numbers Lesson 12: Relate Decimals to Fractions Lesson 19: Add and Subtract Like Fractions

Learn More

MATHEMATICS

Tools for Instruction

i-Ready Tools for Instruction

Multiply by One-Digit Numbers

Objective Use place value and the distributive property of multiplication over addition to multiply two-digit numbers by one-digit numbers.

Properties of operations can be used to help students find products for basic facts with which they are struggling. If a students forgets the product of 9×9, adding two partial products can help. Using the distributive property, the problem can be rewritten $9(3 + 3) = (9 \times 3) + (9 \times 3)$; this gives the same product as 9×9. Similarly, when multiplying two-digit by one-digit numbers, students can think of the two-digit number as some tens and sor
to know the

Step by S

1 Demons
- Write 7 ×
- Work thr
((4 × 5) +

2 Use pla
- Write 4 ×
- Have stu
- Remind
- Multiply
the boar

3 Provide
- Demons
problem
- Rewrite
(540 + 9
- Emphasi

Check for

Give studen
the product.
(8 × 63 = 8(6

www.i-ready.co

i-Ready Tools for Instruction

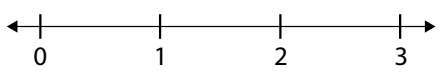
Fractions on a Number Line

Objective Locate the fractions $\frac{1}{2}$, $1\frac{1}{2}$, and $2\frac{1}{2}$ on a number line and count by halves from 0 to 3.	**Materials** Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

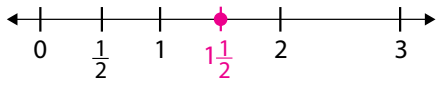
Step by Step 30 minutes

1 Display the number line.
- Post a piece of paper tape about two feet long.
- Tell the student you are going to make a number line.
- Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.



2 Locate $\frac{1}{2}$.
- Focus the student's attention on the segment between 0 and 1.
- Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
- Ask: *If this is one pencil long, how could we show the length of one half of a pencil?* (Make a mark halfway between the 0 and the 1.)
- Label that location $\frac{1}{2}$.
- Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
- Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.

3 Locate $1\frac{1}{2}$.
- Focus the student's attention on the segment between 1 and 2.
- Remind the student that 1 represents 1 pencil length. Ask: *Where on this number line is half a pencil length more than 1?* (halfway between 1 and 2)
- Mark and label $1\frac{1}{2}$.
- Help students understand that $1\frac{1}{2}$ marks the point halfway between 1 and 2. The number $1\frac{1}{2}$ shows a half more than 1.



MATHEMATICS

Common Core State Standards

Common Core State Standards for Mathematics

Grade 3		Test 1	Test 2
Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
MA.3.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	✓	✓
MA.3.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.		✓
MA.3.3.OA.3	Use . . . division within 100 to solve word problems in situations involving equal groups . . .		
MA.3.3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		✓
Operations and Algebraic Thinking: Multiply and divide within 100.			
MA.3.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	✓	✓
MA.3.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) . . .		✓
Number and Operations–Fractions: Develop understanding of fractions as numbers.			
MA.3.3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.		✓

Grade 4		Test 1	Test 2
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
MA.4.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	✓	✓
MA.4.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		✓
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
MA.4.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.		✓
MA.4.4.NBT.4	Fluently . . . subtract multi-digit whole numbers using the standard algorithm.		✓
MA.4.4.NBT.4	Fluently add . . . multi-digit whole numbers using the standard algorithm.	✓	✓
MA.4.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
MA.4.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
Number and Operations–Fractions: Extend understanding of fraction equivalence and ordering.			
MA.4.4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.		
MA.4.4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators . . .		

Grade 5		Test 1	Test 2
Operations and Algebraic Thinking: Write and interpret numerical expressions.			
MA.5.5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		
MA.5.5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		
Operations and Algebraic Thinking: Analyze patterns and relationships.			
MA.5.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.		✓

Click to access aligned i-Ready skills

MATHEMATICS

Class Profile

Mr. Brown's Grade 5 Mathematics Class

Performance by Student

Number of Students Assessed: 22
Total Number of Students: 22

	● On or Above Level ● 1 Level Below ● 2 or More Levels Below		Placement by Domain			
	Overall Scale Score ↑↓	Overall Placement	Number and Operations ↑↓	Algebra and Algebraic Thinking ↑↓	Measurement and Data ↑↓	Geometry ↑↓
Kell, Clayton	596	Late 5	Level 7	Level 7	Late 5	Early 5
Herdon, Rachelle	580	Late 5	Level 6	Late 5	Late 5	Mid 5
Kapanadze, Iva	567	Mid 5	Level 6	Level 7	Level 7	Early 5
Hill, Cary	562	Mid 5	Early 5	Early 5	Early 5	Late 5
Iman, Zachary	534	Early 5	Mid 5	Early 5	Mid 5	Mid 5
Hawkins, Franklin	520	Early 5	Early 5	Late 5	Early 5	Early 5
Cronk, Jamie	514	Early 5	Level 4	Level 4	Level 4	Early 5
Afridi, Sheri	509	Level 4	Level 4	Early 5	Level 4	Early 5
Grasty, Ashlee	502	Level 4	Late 5	Level 6	Level 3	Level 3
Ditullio, Pearlie	497	Level 4	Late 5	Mid 5	Level 4	Mid 5
Guzman, Kate	496	Level 4	Mid 5	Early 5	Level 2	Level 2
Gunderman, Marco	494	Level 4	Late 5	Mid 5	Level 3	Level 3
Danz, Warren	490	Level 4	Level 6	Late 5	Level 4	Level 4
Coleman, Chong	479	Level 4	Level 4	Level 4	Level 4	Level 4
Hahn, Derrick	474	Level 3	Early 5	Mid 5	Level 3	Level 2
Donovan, Lacey	469	Level 3	Level 3	Level 3	Level 2	Level 4
Gowdy, Neil	467	Level 3	Level 2	Level 2	Level 2	Level 3
Eber, Sofia	463	Level 3	Level 3	Level 4	Level 4	Level 3
Fernandez, Tabitha	458	Level 3	Level 3	Level 3	Level 4	Level 4
Hamilton, Emilia	455	Level 3	Mid 5	Early 5	Level 4	Level 2
Dixon, Jay	450	Level 2	Level 4	Level 3	Level 2	Level 2
Eargle, David	450	Level 2	Level 3	Level 3	Level 4	Level 2

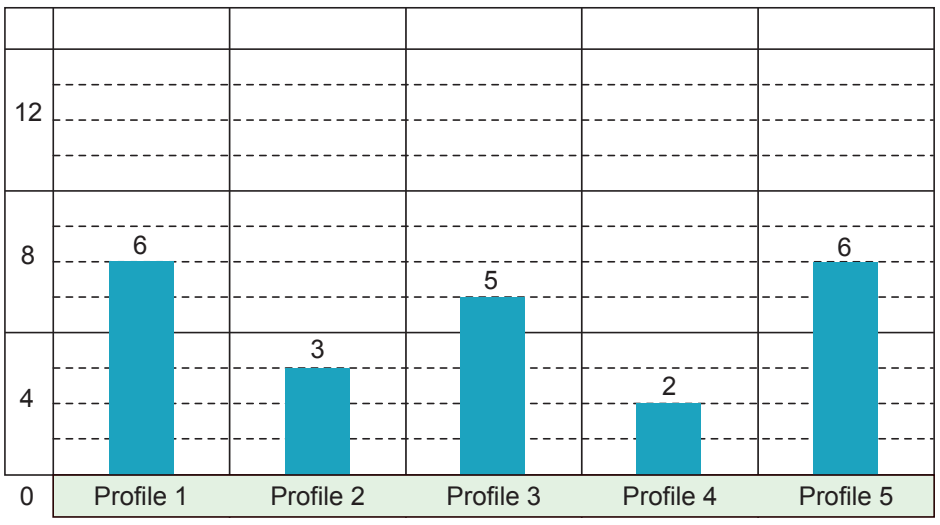
MATHEMATICS

Instructional Grouping

Mr. Brown's Grade 5 Mathematics Class

Profile Overview

22 out of 22 Students Tested in (Window 1 - 08/15/2011 - 12/31/2011)



Profile 1	Below level in Number and Operations or Algebra and Algebraic Thinking	Two or more grades below level in Number and Operations or Algebra and Algebraic Thinking
Profile 2		One grade below level in Number and Operations or Algebra and Algebraic Thinking
Profile 3	On or above level in Number and Operations and Algebra and Algebraic Thinking	Two or more grades below level in Geometry or Measurement and Data
Profile 4		One grade below level in Geometry or Measurement and Data
Profile 5		On or above level in all domains

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Dixon, Jay	Afridi, Sheri	Grasty, Ashlee	Danz, Warren	Hawkins, Franklin
Donovan, Lacey	Coleman, Chong	Gunderman, Marco	Ditullio, Pearlie	Herdon, Rachelle
Eargle, David	Cronk, Jamie	Guzman, Kate		Hill, Cary
Eber, Sofia		Hahn, Derrick		Iman, Zachary
Fernandez, Tabitha		Hamilton, Emilia		Kapanadze, Iva
Gowdy, Neil				Kell, Clayton

MATHEMATICS

Instructional Grouping

Profile 1 Detail (Page 1 of 2)

Window 1 - 08/01/2011 - 12/31/2011

Priorities for Profile 1

Students in this profile are having difficulty with skills and concepts related to quantitative reasoning; they may struggle with base ten computation and understanding fraction concepts, or they may struggle to understand multiplication and division concepts and the algebraic relationship between these two operations. Many students will find challenges in both areas.

Those students with a low score in Number and Operations may struggle with the mechanics of base ten operations and/or with fraction concepts. These are essential skills and must be mastered before students will progress. Those students with a low score in Algebra and Algebraic Thinking probably lack a sound understanding of multiplication models and therefore are also confused by division. They will particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Thinking*. All students in this profile likely need to develop fluency with basic multiplication and division facts. They also likely need reinforcement of essential vocabulary.

	2 Levels or More Below	1 Level Below	On or Above Level
Number and Operations and/or **Algebra and Algebraic Thinking**	•		

Students in Profile 1

	Overall Scale Score	Overall Placement	Needs Analysis: Number and Operations	Needs Analysis: Algebra and Algebraic Thinking
Donovan, Lacey	469	Level 3	Level 3	Level 3
Gowdy, Neil *	467	Level 3	Level 2	Level 2
Eber, Sofia	463	Level 3	Level 3	Level 4
Fernandez, Tabitha	458	Level 3	Level 3	Level 3
Dixon, Jay	450	Level 2	Level 4	Level 3
Eargle, David	450	Level 2	Level 3	Level 3

* Students Needing Additional Differentiated Instruction	
Gowdy, Neil	Results indicate that these students are significantly behind in the quantitative areas of number, operations, and algebraic thinking. These students are likely to need review of many other foundational skills in the quantitative areas of number, operations, and algebraic thinking before they are ready for the level of instruction described here. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

Continued on next page

MATHEMATICS

Instructional Grouping

Profile 1 Detail (Page 2 of 2)

Instructional Priorities for Profile 1

Number–Base Ten
- Round whole numbers to the nearest ten or hundred.
- Add and subtract multi-digit numbers with regrouping.
- Multiply and divide within 100.
- Multiply single-digit numbers by 10 and by multiples of 10.

Students who struggle with operations involving regrouping often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and the algorithms, and eventually use the algorithm alone.

Number–Fractions
- Use fractions to name parts of a whole or set.
- Show fractions on a number line.
- Use models to show equivalent fractions.
- Express fractions with denominators of 10 or 100 as decimals.
- Decompose a fraction into a sum of fractions with like denominators.
- Add and subtract fractions with like denominators.

Challenges with fractions often relate to not understanding how fraction notation represents a part or multiple parts of a whole or a set. Be sure students read fraction names appropriately (*two thirds* rather than *two over three*) and understand that, for example, *two thirds* means *two copies of one third*. This provides the basis for understanding fractions greater than 1 as well as for later adding and subtracting unlike fractions. Give students repeated opportunities to practice representing fractions and equivalent fractions on a number line, with a variety of models (fraction strips for parts of a whole, counters for parts of a set), and with fraction notation.

Algebraic Thinking
- Write multiplication sentences to represent equal groups and repeated addition.
- Solve problems involving partitioning in equal groups, including identifying the remainder.
- Solve problems involving sharing equal groups, including identifying the remainder.
- Know multiplication/division fact families.

Students at this stage will likely benefit from reviewing the basic concept of multiplication and division. Present both the repeated addition model and the array model since both of these will become useful in different word problem situations. Having a very solid conceptual foundation will help students apply strategies that will develop fact fluency, while fact fluency will also help them apply concepts to solve word problems. While students

are still developing their conceptual understandings, be sure to use small numbers that represent easy-to-grasp quantities in discussion examples as well as in independent work. Present problems involving larger one-digit numbers only when students are more confident of the concepts.

Fluency
- Know multiplication and division facts through 100.

The students in this group may have difficulty recalling basic multiplication facts. Discuss with them strategies for remembering facts, or recalling facts based on other known facts, such as that the 4s are simply the 2s two times. Give students smaller goals for remembering facts, starting first with 1s, 2s, 5s, and 10s, then moving on to the more difficult-to-recall facts. Remind students that once they know one fact in a family, they can use that fact to recall the other facts in the family. Use a table to illustrate that the commutative property reduces the number of facts that need to be memorized.
Provide daily practice as necessary. Have each student keep a personal record of which facts they know and which they still need to learn.

Essential Vocabulary
- Math terms related to essential concepts at this level include *equivalent, factor, multiple, product, remainder, dividend, quotient,* and *divisor*.

Fluency with select math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

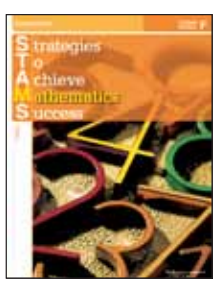
Profile 1 Tools for Instruction

In Resources Tab Until Summer 2012

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RESOURCE	ROUTINE
Know Division Facts	Add Multi-Digit Numbers	Subtract Multi-Digit Numbers	Multiply by One-Digit Numbers	Fractions on the Number Line	Find Equivalent Fractions
Preview	Preview	Preview	Preview	Preview	Preview

Profile 1 Tools for Instruction

If you have this product...	Use...
STAMS	**Level C** Lesson 1: Place Value Lesson 2: Add and Subtract Lesson 3: Multiplication Concepts Lesson 4: Fact Strategies Lesson 5: More Fact Strategies Lesson 6: Division Concepts Lesson 7: Fact Families Lesson 8: Fraction Concepts Lesson 9: Model Equivalent Fractions Lesson 10: Benchmark Fractions Lesson 11: Compare Fractions Lesson 12: Fractions Greater Than 1



Learn More

MATHEMATICS

Automated Online Instruction

Sample lesson: Dividing Fractions (Grade 6)

Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction

Skills are taught through engaging characters and real-world scenarios.

2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

MATHEMATICS

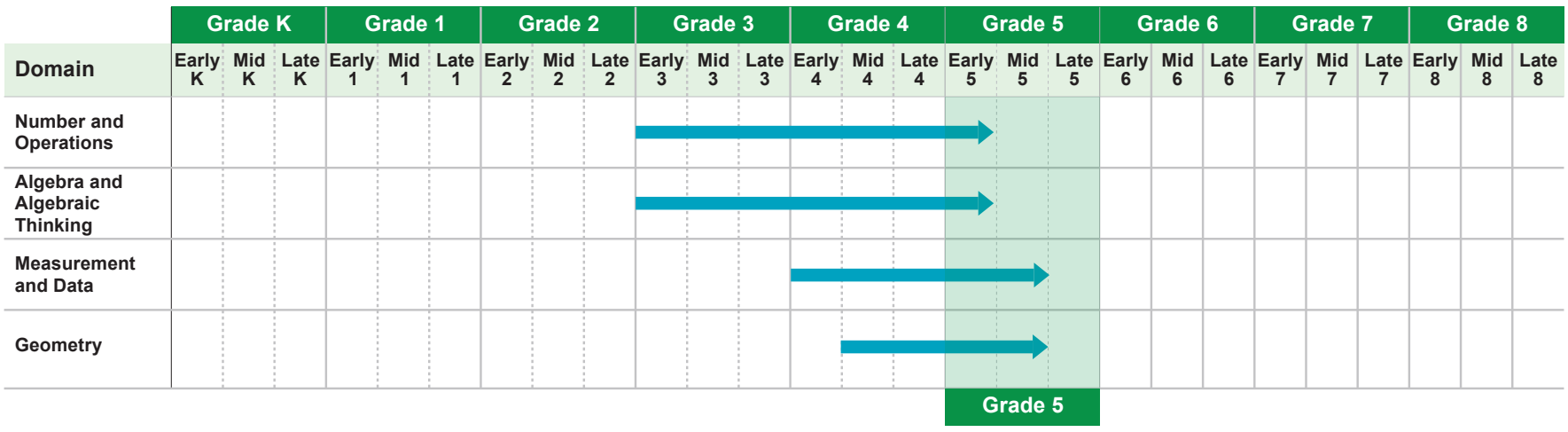
Student Response to Instruction

Tabitha Fernandez - Grade 5

August 3, 2011 - May 31, 2012

Use this report to review a student's progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary



Detail by Domain

	Lessons				
	Passed	Completed	Pass Rate	Time on Task	Domain Status
Overview	68	80	85%	26h 15m	
Number and Operations	20	25	80%	08h 30m	On
Algebra and Algebraic Thinking	17	20	85%	06h 30m	On
Measurement and Data	16	18	89%	05h 30m	On
Geometry	15	17	88%	05h 45m	On

Detail by Lesson

Number and Operations

Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/7/12	Subtracting Three-Digit Numbers CC	Pass	90%	17m	
4/5/12	Adding Three-Digit Numbers CC	Pass	79%	16m	
4/4/12	Comparing and Ordering Numbers to 1,000 CC	Pass	90%	15m	
⚠ 3/30/12	Comparing and Ordering Numbers to 1,000 CC	Fail	60%	14m	
3/28/12	Rounding to the Nearest 10 or 100 CC	Pass	94%	13m	
3/27/12	Place Value to 999,999 CC	Pass	76%	12m	
3/23/12	Place Value and Writing Numbers in Standard Form CC	Pass	87%	11m	

Algebra and Algebraic Thinking

3/28/12	Review Addition and Subtraction Fact Families CC	Pass	73%	19m	
3/27/12	Subtracting to Solve Real-World Problems CC	Pass	95%	18m	

MATHEMATICS

Performance by Grade & Class

Harrington Elementary School

Subject: Mathematics

Grade K

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier GK	61%	39%	42%	19%	402	25	25
	24%	76%	12%	12%	381	25	25
Smith GK	70%	30%	50%	20%	405	30	30
	17%	83%	0%	17%	390	30	30
Walsh GK	60%	40%	44%	16%	425	25	25
	76%	74%	24%	2%	383	25	25

Grade 1

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky G1	50%	50%	40%	10%	426	10	18
	30%	70%	25%	5%	397	10	18
Marsh G1	63%	37%	33%	30%	432	25	25
	25%	75%	15%	10%	402	25	25
Nicholson G1	80%	10%	67%	23%	475	15	15
	50%	50%	40%	10%	411	15	15
Orem G1	60%	40%	30%	30%	428	16	16
	33%	67%	18%	15%	400	16	16

Grade 2

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Pierce G2	50%	50%	30%	20%	453	19	19
	27%	73%	17%	10%	430	19	19
Ritchie G2	71%	29%	64%	7%	500	34	34
	36%	64%	32%	4%	476	34	34
Ruwe G2	50%	50%	45%	5%	452	15	15
	40%	60%	37%	3%	432	15	15
Waldron G2	62%	38%	52%	10%	461	30	30
	15%	85%	8%	7%	436	30	30

Grade 3

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin G3	80%	20%	40%	40%	540	22	22
	30%	70%	15%	15%	461	22	22
McCarthy G3	70%	30%	35%	35%	484	18	18
	54%	46%	34%	20%	464	18	18
Thompson G3	67%	33%	30%	37%	477	29	29
	22%	78%	20%	2%	456	29	29
Paik G3	75%	25%	46%	29%	500	15	15
	25%	75%	13%	12%	441	15	15

MATHEMATICS

District Performance

Hayes-Schulman Consolidated District

Subject: Mathematics

All Schools

Window 1 - 08/15/2011 - 12/31/2011
Window 2 - 01/01/2012 - 03/31/2012

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	75%	25%	30%	45%	425	80	80
	43%	58%	30%	13%	393	80	80
Grade 1	80%	20%	40%	40%	465	100	100
	58%	43%	43%	15%	438	100	100
Grade 2	78%	22%	48%	30%	480	110	110
	60%	40%	60%	0%	456	110	110
Grade 3	79%	21%	34%	45%	490	100	100
	63%	38%	55%	8%	470	100	100
Grade 4	60%	40%	30%	30%	511	50	50
	28%	72%	27%	1%	489	50	50
Grade 5	62%	38%	30%	32%	535	60	60
	32%	68%	27%	5%	511	60	60
Grade 6	78%	32%	48%	30%	560	50	50
	53%	48%	50%	3%	539	50	50
Grade 7	74%	26%	34%	30%	560	70	70
	28%	73%	20%	8%	538	70	70
Grade 8	75%	25%	46%	29%	592	60	60
	32%	68%	22%	10%	569	60	60

Harrington Elementary School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	85%	15%	45%	40%	425	80	80
	43%	58%	30%	13%	393	80	80
Grade 1	83%	17%	40%	43%	466	74	74
	58%	43%	43%	15%	438	74	74
Grade 2	81%	19%	42%	39%	480	98	98
	60%	40%	60%	0%	456	98	98
Grade 3	82%	18%	40%	42%	500	84	84
	63%	38%	55%	8%	476	84	84
Grade 4	76%	24%	40%	36%	512	50	50
	28%	72%	27%	1%	489	50	50
Grade 5	74%	26%	34%	40%	535	60	60
	32%	68%	27%	5%	511	60	60

Lincoln Middle School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade 6	80%	20%	40%	40%	564	40	40
	53%	47%	50%	3%	538	40	40
Grade 7	83%	17%	43%	40%	566	80	80
	28%	73%	20%	8%	540	80	80
Grade 8	75%	25%	30%	45%	594	60	60
	32%	68%	22%	10%	569	60	60

APPENDIX

RESEARCH

i-Ready Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- **Best practice adaptive test design:** Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- **Best practice assessment development** (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as the Common Core State Standards (CCSS) and current state standards
- **Assessment development led by expert advisors:** Included renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation
- **Large, diverse sample for item and scale calibration:** Assessment items have been field tested with over 28,000 students across representative socioeconomic, geographic, and ethnic strata
- **Strong validity and reliability:** The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

Large, diverse sample for item and scale calibration

- More than 28,200 students nationwide
- More than 16,500 math and 27,300 reading assessments administered
- 23 different states represented by 91 sites

Continued item development and testing

- 80,371 students nationwide
- 75,341 math and 81,471 reading assessments administered
- 42 different states represented by 413 sites

Demographic diversity of sample sites (approx.)	
African American	31%
Hispanic	12%
Caucasian	51%
Qualified for free or reduced lunch	53%
Below the poverty line	19%
Special Education Student	14%
English Language Learner	15%

Expert advisors

Psychometrics

- **Dr. Richard Brown |** *Associate Professor at the Rossier School of Education at the University of Southern California*
  - Works with the California Department of Education (CDE) on testing and assessment in the California public school system
  - Previously, Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA

Reading

- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Lori Helman |** *Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota*
  - Many years of bilingual teaching experience at the early grades; leads new teacher induction programs
  - Co-Director of the Minnesota Center for Reading Research

Mathematics

- **Dr. Richard Bisk |** *Chair and Professor of Mathematics at Worcester State University*
  - Advisor to the Massachusetts Department of Education in the development of the Guidelines for the Mathematical Preparation of Elementary Teachers
  - Expert on Singaporean mathematics education
- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Cathy Seely |** *Senior fellow at the Charles A. Dana Center at the University of Texas at Austin*
  - Veteran mathematics educator and change facilitator with 35 years of experience at the local, state, and national levels; works on state and national policy and improvement efforts in mathematics education
  - Prior president of the National Council of Teachers of Mathematics (NCTM) from 2004 through 2006, and currently an active member of the council

APPENDIX

Common Core

Common Core support is embedded in the entire i-Ready program

- Diagnoses Common Core needs by district, grade, class, and student
- Targets instruction at the sub-skill level
- Covers 90% of testable standards, including areas absent from traditional programs
- Helps teachers successfully implement the Common Core with at-a-glance reporting and instructional activities
- Monitors progress toward the Common Core through easy-to-read reports

Reading Highlights

- Covers all Common Core reading domains
- Supports foundational skill building for all students in need
- Informational and literary text included equally and separately
- Emphasis on complex text and use of authentic literature
- Interdisciplinary passages feature academic vocabulary

Mathematics Highlights

- Covers all Common Core math domains
- Focuses on conceptual math understanding and procedural fluency
- Supports the Common Core's eight mathematical practices
- Animated, interactive instruction involves word problems, problem solving, and key mathematical topics

Reading Skills Assessed

Foundational Skills

- **Phonological Awareness**
  - Rhyme Recognition
  - Phoneme Identity and Isolation
  - Phoneme Blending and Segmentation
  - Phoneme Addition and Substitution
  - Phoneme Deletion
- **Phonics**
  - Letter Recognition
  - Beginning Consonant Sounds
  - Short and Long Vowels
  - Decoding One- and Two-Syllable Words
  - Inflectional Endings; Prefixes and Suffixes
  - Digraphs and Diphthongs
  - Vowel Patterns
  - Decoding Longer Words
- **High-Frequency Words**
- **Vocabulary**
  - Academic and Domain Specific Vocabulary
  - Word Relationships
  - Word-Learning Strategies

Comprehension

- **Informational Text**
  - Author's Purpose
  - Categorize and Classify
  - Cause and Effect
  - Drawing Conclusions/Making Inferences
  - Fact and Opinion
  - Main Idea and Details
  - Message
  - Summarize
  - Text Structure
  - Vocabulary in Context
- **Literature**
  - Author's Purpose
  - Cause and Effect
  - Drawing Conclusions/Making Inferences
  - Figurative Language
  - Story Structure
  - Summarize
  - Theme/Mood
  - Understanding Character
  - Vocabulary in Context

Mathematics Skills Assessed

- **Number and Operations/The Number System**
  - Counting and Cardinality
  - Base Ten—Whole Numbers and Decimals
    Place value, compare, add, subtract, multiply, divide
  - Fractions
    Model, compare, add, subtract, multiply, divide
  - Rational Numbers
    Model, compare, add, subtract, multiply, divide
- **Algebra and Algebraic Thinking**
  - Operations and Algebraic Thinking
    Fluency, number relationships, properties, solving word problems
  - Expressions and Equations
    Variables, exponents, solving word problems
  - Ratio and Proportional Relationships
    Percent, rate, lines, and slope
  - Functions
    Linear and non-linear
- **Geometry**
  - Two-Dimensional Shapes
  - Three-Dimensional Shapes
  - Lines, Segments, Points, Rays, and Angles
  - Symmetry and Transformations
  - Congruence and Similarity
  - Coordinate Geometry
  - Pythagorean Theorem
- **Measurement and Data**
  - Measurement Units and Tools: Customary and Metric
    Time, money, length, capacity, weight, and mass
  - Geometric Measurement
  - Area, Perimeter, Surface Area, Volume
  - Creating and Interpreting Graphs
  - Statistics and Probability